

English Language Proficiency Standards

ELL Coordinator Boot Camp

September 12, 2013

Goals

- Review and understand the format of the English Language Proficiency Standards (ELPS)
- Review and understand terminology associated with ELPS
- Identify resources to support implementation and further professional growth in relation to the ELPS

A REVIEW OF THE FORMAT

Arizona English Language Proficiency Standards

- **Listening & Speaking Domain**
 - Comprehension of Oral Communication, Delivery of Oral Communication
- **Reading Domain**
 - Print Concept, Phonemic Awareness/Decoding, Fluency, Comprehending Text
- **Writing Domain**
 - Writing Applications, Standard English Conventions, Writing Process, Writing Elements, Research
- **Language Strand**
 - Standard English Conventions, Vocabulary

Stages (Grade Band)

- ELL I corresponds to Kindergarten
- ELL II corresponds to grades 1-2
- ELL III corresponds to grades 3-5
- ELL IV corresponds to grades 6-8
- ELL V corresponds to grades 9-12

Proficiency Levels

- Pre-emergent
- Emergent
- Intermediate
 - ✓ low intermediate
 - ✓ high intermediate

★ Proficient

- ✓ The students will demonstrate competency in domain-based knowledge, skills and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

Time Allocations

for All Grades and All Proficiency Levels

<i>Time Allocation</i>	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
<i>Standards to Use</i>	Listening & Speaking Domain Language Strand <ul style="list-style-type: none"> Vocabulary (Standard 2) 	Language Strand <ul style="list-style-type: none"> Standard English Conventions (Standard 1) 	Writing Domain	Reading Domain

Middle/High School Exemptions for Intermediate Proficiency Level


<i>Time Allocation</i>	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	<div data-bbox="1174 211 1528 368">If Proficient on the Writing subtest</div> <div data-bbox="1174 368 1528 843">Writing 60 minutes</div>	<div data-bbox="1545 211 1908 368">If Proficient on the Reading subtest</div> <div data-bbox="1545 368 1908 843">Reading 60 minutes</div>
<i>Standards to Use</i>	Listening & Speaking Domain Language Strand •Vocabulary	Language Strand •Standard English Conventions	<div data-bbox="1159 855 1532 1428">Writing Domain</div>	<div data-bbox="1539 855 1912 1428">Reading Domain</div>

ELL Stage II: Grades 1-2

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

*“Snapshot” of the
ELL’s language
ability as evidenced
by the **current**
assessment*



Pre-Emergent

A student at this level has no ability or a very limited ability to communicate in English.

Emergent

A student at this level will formulate simple phrases and sentences in English. The student will produce and identify nouns, pronouns, adjectives, and simple verb phrases with linguistic support.

Basic

A student at this level will correctly formulate simple sentences with subjects and predicates. The student will utilize the parts of speech and simple verb tenses, including subject-verb agreement with minimal linguistic support.

Low Intermediate

A student at this level will begin to formulate correct sentences in English, using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement, although not consistently.

High Intermediate

A student at this level will consistently formulate correct sentences in English, using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement.

Proficient

The student will demonstrate competency in Listening and Speaking based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

Finalized English Language (ELP) Proficiency Standards



Below are links to the Finalized ELP Standards. The revised Standards are “all inclusive” for each STAGE.

CLICK ON ANY LINK BELOW TO ACCESS THE SPECIFIC STAGE, DOMAIN OR LANGUAGE STRAND.

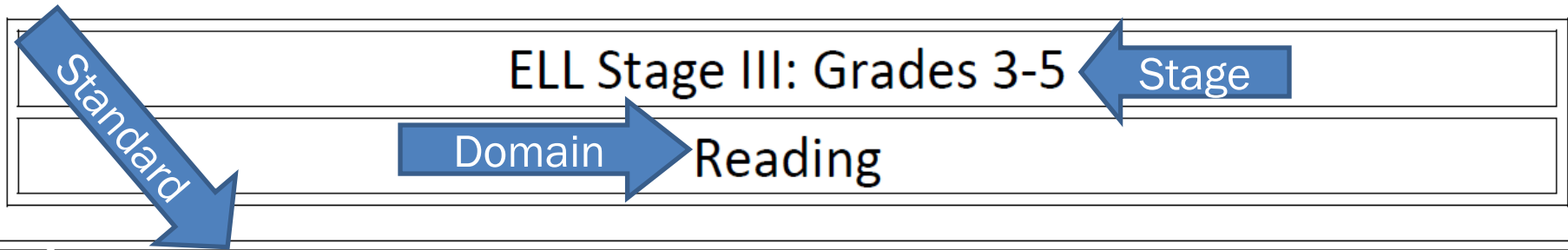
Links to support the ELP Standards

➔ **[GUIDANCE DOCUMENT \(All Stages\) \(PRINT FIRST\)](#)**

STAGE I (K)	STAGE II (1-2)	STAGE III (3-5)	STAGE IV (6-8)	STAGE V (9-12)
Stage I PRINT ALL	Stage II PRINT ALL	Stage III PRINT ALL	Stage IV PRINT ALL	Stage V PRINT ALL
Stage I Listening and Speaking Domain	Stage II Listening and Speaking Domain	Stage III Listening and Speaking Domain	Stage IV Listening and Speaking Domain	Stage V Listening and Speaking Domain
Stage I Reading Domain	Stage II Reading Domain	Stage III Reading Domain	Stage IV Reading Domain	Stage V Reading Domain
Stage I Writing Domain	Stage II Writing Domain	Stage III Writing Domain	Stage IV Writing Domain	Stage V Writing Domain
Stage I Language Strand	Stage II Language Strand	Stage III Language Strand	Stage IV Language Strand	Stage V Language Strand
Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)	Stage I Correlation Guide to the 2010 Arizona ELA Standards (CC)

➔ **[ELP GLOSSARY](#)** ➔ **[IRREGULAR NOUNS/VERBS](#)** ➔ **[LANGUAGE DEMANDS/LANGUAGE COMPLEXITIES](#)**

(by permission of WestED)



Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

Proficiency Levels

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of reading comprehension by:

Stem

Comprehending Text

Fiction/
Non-Fiction

PE-7: identifying the topic from text heard or read.

E-7: identifying two-to-three details from text heard or read.

B-7: identifying the main idea and two-to-three details from text.

LI-7: summarizing the main idea and supporting details from text.

HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

Concept

Performance Indicators

Fiction/
Non-Fiction

PE-8: N/A
Pre-Req: PE-5

E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).

B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.

LI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.

Sub-concept

**Content
Referenced**

Choosing Performance Indicators

Comprehending Text		Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
Fiction/ Non-Fiction	PE-34: identifying repetition in poetry.	E-34: identifying repetition and rhyme in poetry.	B-34: identifying repetition, rhyme, and rhythm in poetry.	LI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)	HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)	

- Standards are ALL INCLUSIVE.
- Always look at the High Intermediate Performance Indicator as the goal for proficiency
- Regardless of proficiency level, pre-assessment should be used to determine the skill level of the student
- Scaffold back for beginning instruction as necessary.

Standard 1: The student will demonstrate understanding of print concepts of the English language.					
Print Concepts	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of print concepts by:				
	PE-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.	E-1: tracking the one to one correlation between spoken and printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
	PE-2: distinguishing between printed letters (upper and lower case) and words.	E-2: identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.).	B-2: identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.).	LI-2: N/A	HI-2: N/A



- ✓ A note of “N/A” may be found at any of the higher proficiency levels in any given stage or domain.
- ✓ This indicates that this particular skill would not be a focus of instruction at this level.
- ✓ It is likely if a student tests at the Intermediate level he/she would have demonstrated competency in this skill.

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.										
Comprehending Text	Pre-Emergent		Emergent		Basic		Low Intermediate		High Intermediate	
	The student will demonstrate knowledge of reading comprehension by:									
	Fiction/ Non-Fiction	PE-7: identifying the topic from text heard or read. (math, science, social studies)	E-7: identifying two-to-three details from text heard or read. (math, science, social studies)	B-7: identifying the main idea and two-to-three details from text. (math, science, social studies)	LI-7: summarizing the main idea and supporting details from text. (math, science, social studies)	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary. (math, science, social studies)				
Fiction/ Non-Fiction	PE-8: N/A Pre-Req: PE-5	E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally, today, now, meanwhile, not long ago) in text. (math, science, social studies)	B-8: identifying the main idea and supporting details from text using appropriate academic vocabulary. (math, science, social studies)	LI-8: summarizing the main idea and supporting details from text using appropriate academic vocabulary. (math, science, social studies)	HI-8: summarizing the main idea and supporting details from text using appropriate academic vocabulary. (math, science, social studies)					

PE-5:
sequencing
pictures to
retell text
heard or
read

Prerequisite Skill

N/A

- ✓ This indicates that this particular skill would not be a focus of instruction at this level.
- ✓ It is likely a Pre-Emergent student would not be able to identify signal words, thus the “pre-requisite” of PE-5 would need to be taught first.
- ✓ Not all lower level PIs with an N/A have a Pre-Requisite

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

Comprehending Text		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of reading comprehension by:					
	Fiction/ Non-Fiction	PE-9: N/A	E-9: N/A	B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)	LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)
	Fiction/ Non-Fiction	PE10: N/A	E-10: N/A	B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)	LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)
Fiction/ Non-Fiction	PE-11: N/A	E-11: identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.	B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	LI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	

- ✓ Not all lower level PIs with an N/A have a Pre-Requisite
- ✓ PIs above would need to be taught before addressing these skills

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard 2: English Conventions	Grammar/Punctuation	PE-5: using various subjects (e.g., <i>common nouns, pronouns</i>) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support. (math, science, social studies)	E-5: using various subjects (e.g., <i>common nouns and proper nouns, pronouns</i>) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support. (math, science, social studies)	B-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. (math, science, social studies)	LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO) in a variety of writing applications. (math, science, social studies)	HI-5: using various subjects in sentences in a variety of writing applications. (math, science, social studies)
	Speech	PE-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support. (math, science, social studies)	E-6: using verb tenses (i.e., simple present, simple past, present progressive) in a variety of writing applications. (math, science, social studies)	B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications. (math, science, social studies)	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. (math, science, social studies)	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications. (math, science, social studies)

Instructional Support

No Instructional Support

Instructional support within the Performance Indicators refers to the use of various strategies in order to assist a learner who is not ready to complete a task independently.

- ✓ sentence frames
- ✓ graphic organizers
- ✓ echo reading
- ✓ cloze activities

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
English Conventions	Speech	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will identify and apply conventions of standard English in his or her written communications by:				
		PE-5: using various subjects (e.g., <i>common nouns, pronouns</i>) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support.	E-5: using various subjects (e.g., <i>common nouns and proper nouns pronouns</i>) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support. <div>(math, science, social studies)</div>	B-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. <div>(math, science, social studies)</div>	LI-5: using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. <div>(math, science, social studies)</div>	HI-5: using various subjects in sentences in a variety of writing applications. <div>(math, science, social studies)</div>
Standard	Grammar	E-6: using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support. <div>(math, science, social studies)</div>	E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications. <div>(math, science, social studies)</div>	B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications. <div>(math, science, social studies)</div>	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. <div>(math, science, social studies)</div>	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications. <div>(math, science, social studies)</div>

Math, Science,
Social Studies

Content areas of Math, Science and Social Studies are referenced where the specific Performance Indicator lends itself well to using these materials.

Standard 2: The student will identify and apply conventions of standard English in his or her communications.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Punctuation	PE-4: writing simple sentences using appropriate ending punctuation (i.e., period, exclamation mark, question mark) with instructional support.	E-4: writing simple sentences using appropriate ending punctuation (e.g., periods; abbreviations; colons: time) with instructional support.	B-4: writing sentences using appropriate punctuation (e.g., ending punctuation; periods; commas: items in a series, introductory words, friendly letters; apostrophes: contractions).	LI-4: writing sentences and simple paragraphs using appropriate punctuation (e.g., ending punctuation; periods; abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles).	HI-4: writing paragraphs using appropriate punctuation (e.g., ending punctuation; periods; abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources).
		(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

e.g. → used to show a few typical examples

i.e. → used to denote those items listed that must be taught within that Performance Indicator

LINKS TO THE ELP STANDARDS

Below are links to the Finalized ELP Standards. The revised Standards are “all inclusive” for each STAGE.

CLICK ON ANY LINK BELOW TO ACCESS THE SPECIFIC STAGE, DOMAIN OR LANGUAGE STRAND.

GUIDANCE DOCUMENT UPDATED (All Stages)

STAGE I (K)	STAGE II (1-2)	STAGE III (3-5)	STAGE IV (6-8)	STAGE V (9-12)
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Stage I Listening and Speaking	Stage II Listening and Speaking	Stage III Listening and Speaking	Stage IV Listening and Speaking	Stage V Listening and Speaking
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Stage I Language Strand	Stage II Language Strand	Stage III Language Strand	Stage IV Language Strand	Stage V Language Strand

✓ Coding System
✓ Time Allocations
✓ Detailed Information

Coding for Domains (for lesson planning)

ELL Stage V: Grades 9-12

Writing (W)

Writing Applications	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
	Narrative	PE-1: writing a minimum of one sentence containing personal information with instructional support.	E-1: writing sentences based on real and imagined events. (social studies)	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting. (social studies)	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting. (social studies)	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate. (social studies)

Stage – Domain-Standard Number: Performance Indicator

Example:

V-W-1:PE-1

Language Strand Standard 1: Standard English Conventions

(for lesson planning)

ELL Stage II: Grades 1-2

Language Strand (L)

Standard 1: The student will identify and apply conventions of standard English in his or her communications.

Standard English Conventions

Adjectives (ADJ)

Pre-Emergent

Emergent

Basic

Low Intermediate

High Intermediate

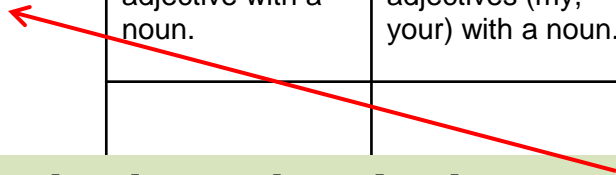
PE-4: repeating a singular possessive adjective with a noun.

E-4: using singular possessive adjectives (my, your) with a noun.

B-4: using singular possessive adjectives (my, your, his, her, its) with a noun.

LI-4: using singular and plural possessive adjectives (my, your, his, her, its, our).

HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our, their).



Stage – Strand-Standard Number (Sub-concept): Performance Indicator

Example:

II-L-1(Adj):B-4

Coding for Language Strand Standard 2: Vocabulary

(for lesson planning)

ELL Stage IV: Grades 6-8

Language Strand (L)

Vocabulary	Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of vocabulary by:				
	PE-1: naming and grouping labeled objects and pictures into given conceptual categories. (math, science, social studies)	E-1: reading and classifying common words into conceptual categories. (math, science, social studies)	B-1: reading and classifying words into conceptual categories and providing rationale for classification with instructional support. (math, science, social studies)	LI-1: reading and classifying words into conceptual categories and providing rationale for classification. (math, science, social studies)	HI-1: reading and classifying words into conceptual categories and providing rationale for classification. (math, science, social studies)

Stage –Strand-Standard Number: Performance Indicator

Example:

IV-L-2:LI-1

Additional Professional Development

OELAS currently has several recorded webinars available to support further professional knowledge of the ELPS at http://www.azed.gov/english-language-learners/eld_pd/



Upcoming Webinars

Join OELAS for free Webinar Trainings. These Trainings will support the implementation of the SEI Models and ELP Standards, and will assist our ELLs transitioning into the mainstream. All you need is a computer or a device with Internet access to participate in the Training. Please be sure to save your seat in the Webinar by using the registration links provided below. **Previously recorded webinars** are available for you to view at your convenience.

- 2013 Training/Informational Resources
- 2012 Training Resources
- Archived Trainings

QUESTIONS